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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 30 titles deal with a variety of topics, including the following: (1) writing performance and its relationship to the writing attitudes, topic knowledge, and writing goals of college freshmen; (2) representational semantics; (3) the cognitive processes of competent third grade writers; (4) the role of audience in the revision strategies of basic writers; (5) discourse mode, enabling metaphors, and styles of closure in the composing process; (6) assessing the potential syntax development of third and fourth grade writers; (7) perceptions, processes, and productions of the beginning writer; (8) prepositions in the writing of children in grades three through eight; (9) prewriting behaviors of field dependent and field independent remedial writers in a college writing center; (10) rhetorical maturity and Perry's model of intellectual development; (11) the rhetorical design and function of the proposal; (12) the paragraph in academic writing; and (13) the effects of listening and writing skills training on writing performances of business communications students. (HOD)

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THE SAYING: SNATCHES FOR A POETIC

Order No. DA8518801

ARMET, DOUGLAS ELLIOT, PH.D. *The University of Iowa*, 1985. 345pp. Supervisor: Gerald L. Bruns

The saying--as unqualified assertion of truth--is examined as a dimension of poetic language, specifically in modernist poetry, where the universal claims of the saying, whether as proverb, aphorism, or maxim, are made problematic by the loss of the "classical" universal. Part One originates with the perception of the proverb as that mode of discourse which is always "true." The self-authorized saying is distinguished from the traditional saying, and both senses of the saying are traced, using Havelock's notions of the Homeric and Platonic, to the capacity of the saying to give us world. Part One ends with reflections on the changing role of the self-authorized saying in the poetry of Frost, as he searches for the "sound of certainty."

Part Two examines Merwin's comments on the poetic potential of the saying, and investigates how the image--as the traditional constituent of the modern poetic--attempts to usurp the traditional role of the saying. With both, there appears a strong desire to move beyond discourse: towards the saying, as Saying, and the image as (Pound's) Image. The poetic is identified with the attempt of both to achieve the next level of linguistic integration above the sentence. The saying is uniquely qualified, though, because of its status as "quotation." Part Two ends with reflections on reading Merwin's "Ballade of Sayings," raising more issues that it solves, such as Heidegger's notion of the *Sage* and the malevolence of the saying, marked in Merwin and Frost, but absent in Heidegger.

The two parts (two versions) are framed by a prologue and an epilogue. The Prologue considers the One message (the message of Kafka's emperor to the dreamer at the window) and the dream of apprehending such a message with its promise of full self-presence. The Epilogue considers, briefly, the nature of criticism as either systematic (dreaming of delivering the message, the "thesis") or aphoristic, and ends with a series of quotations, as Sayings--for Walter Benjamin, who wanted a whole book of them, standing alone.

Derrida, implied and ignored throughout, will require a third version.

WRITING PERFORMANCE AND ITS RELATIONSHIP TO THE WRITING ATTITUDES, TOPIC KNOWLEDGE, AND WRITING GOALS OF COLLEGE FRESHMEN

Order No. DA8508248

BATES, PATRICIA TEEL, PH.D. *The University of Texas at Austin*, 1984. 245pp. Supervisors: Lester Faigley, Stephen P. Witte

The purpose of this present study was to examine the writing performance of college freshmen and its relationship to writing attitudes, topic knowledge, and specified writing goals.

Two hundred twenty provisional students who were enrolled in beginning freshman composition at The University of Texas at Austin served as the sample. All subjects responded to a modified version of Daly's writing attitudes instrument (unpublished), which employs a Likert-type scale to measure three attitudinal factors--writing anxiety, writer's block, and attribution of writing success or failure to luck or chance. All subjects received a similar writing task, but experimental conditions varied according to how fully writing goals were specified and whether or not additional topic-related knowledge was available in the form of extra reading material. Nine classes were randomly assigned to four experimental conditions: high knowledge, high goals, high knowledge, low goals; low knowledge, high goals; low knowledge, low goals. Sorting subjects further into high- and low-attitude groups on the basis of attitude scores allowed for a 2 x 2 x 2 factorial design. SAT verbal scores served as the covariate, controlling for differences in verbal aptitude. Writing quality, determined by holistic ratings of essays students wrote under the different experimental conditions, was the dependent variable.

The results of analysis of covariance indicated that students tend to write better, the less anxious they are, the less they tend to block when attempting to write, and the less they attribute writing success or failure to luck or chance. Also results suggested that specified writing goals have a postive effect on writing quality. There was no significant main effect for additional topic knowledge; and there were no significant interaction effects among the independent variables.

Post hoc analysis of the subjects' essays helped to explain in more detail how attitudes, knowledge, and goals manifest themselves in texts and how these variables help to improve writing quality or detract from it.

The study contributed to research on the writing process by showing how attitudes, knowledge, and goals influence each other and either aid or hinder students as they compose.

A CASE STUDY EXAMINATION OF THE DEVELOPMENT OF THE WRITING PROCESS BEHAVIORS OF KINDERGARTEN CHILDREN AS DEMONSTRATED IN AN INFORMAL CLASSROOM WRITING CENTER

Order No. DA8513357

BAUMAN, GAIL A., PH.D. *The Florida State University*, 1985. 330pp. Major Professor: Paul A. Nelson

The purpose of this study was to describe the development of the writing process behaviors of kindergarten children as demonstrated in an informal classroom writing center. In this five-month long investigation, a qualitative, descriptive case study methodology was employed. The researcher assumed the role of participant observer in a self contained, public school kindergarten in which a writing center had been established.

While all of the children in this classroom participated in the study, 6 case study subjects were selected, by means of purposeful sampling, from each of three developmental levels; low, average and high, as represented on the Leon Inventory of Kindergarten Entering Skills. One boy and one girl were chosen to represent each developmental level.

Data collection consisted of compiling background information, observing and recording writing process behaviors, and interviewing case study subjects. Data were also collected and analyzed for information related to written product information contained in each of the subject's writing folders.

Analysis of the data resulted in the compilation of narrative descriptions of the writing process behaviors of each of these six case study subjects. These are organized according to information related to the subject's background, the writing process; including prewriting, writing, rewriting, concepts of print, invented spelling, accompanying language and other measures of development. Overall class data were also reported in relation to material contained in the individual student writing folders.

Based on this information, questions and hypotheses were generated regarding the development of the writing process behaviors of kindergarten children. These included that: (a) some kindergarten children do not differentiate between the concepts of drawing and writing and do not develop this knowledge during the first half of the school year, (b) the predominant use of language while writing is interactional, (c) some kindergarten children engage in consciously stated prewriting plans and some do not, (d) the classroom theme unit, home environments, previous experiences and peers all exert some influence on kindergarten children's writing, (e) kindergarten children engage in invented spelling which moves through two phases of invention during the first half of the school year, and (f) kindergarten children prefer to write with marker on unlined paper in horizontal position.

THE WRITING APPREHENSION OF SUCCESSFUL COLLEGE FRESHMAN WRITERS: SIX CASE STUDIES

Order No. DA8504247

BELL, KATHLEEN LOUISE, PH.D. *Arizona State University*, 1984. 254pp.

In describing the self-reported factors of writing anxiety for successful college freshman writers and determining at which points during the composing act and in which modes of discourse writing anxiety was experienced, case studies of six students enrolled in regular sections of a first semester freshman writing course were undertaken. Each student performed consistently well in writing and scored in the *internal* range on the Rotter I-E Scale of locus of control, qualities expected to filter out all but the most prominent factors of writing anxiety. Self-report instruments were used to collect data sensitive to individual writing behavior wherever and whenever writing took place.

The data provide three perspectives form which the development of the subjects' writing experiences are viewed: Pre-Study State, Composing State, and Post-Study State; sex and level of internal locus are used to further distinguish differences. FINDINGS: *Pre-study State*: Agreement in feelings of self-reward in writing but anxiety in writing business letters and with assigned topics. The lower the level of internal locus (more often male), the more conflict with the academic context despite achievement. Males reported more factors of anxiety with greater detail. *Composing State*: Females identified more factors of anxiety with more frequency; however, high internals reported fewer factors with less frequency. Both sexes identified forming a thesis and writing the conclusion as inhibiting, while males and low internal reported self-initiated topics as inhibiting. High internals experienced anxiety with more abstract modes of discourse while low internals identified anxiety with narration. Deadlines emerged as "productive" anxiety. *Post-Study State*: While males and low internals did report more factors, the difference was negligible, In general, fewer factors of anxiety were identified during the second semester writing courses except for students enrolled in the technical writing course.

The findings bring several issues into question: the amount of anxiety needed for motivation; the optimum time for requiring composition courses in college; the relationship between locus of control and performance; and the analysis of error in writing in relationship to cognitive development.

THE AUDIENCE AWARENESS OF COMPETENT WRITERS DURING EXPOSITORY WRITING

Order No. DA8514121

BIEKE, KATHLEEN A., PH.D. *Wayne State University*, 1985. 185pp. Adviser: John Brereton

Both composition textbooks and the theoretical literature on the composing process assume that audience awareness, usually defined as the ability to take the role of one's readers and to see the writing from their point of view, is a necessary and distinct characteristic of competent writing. The purpose of this study was to test the validity of that assumption through verbal protocols and interviews with twenty competent writers. Ten of the writers were given an expository writing task which specified an audience and then were given the identical task with audience left unspecified. Writers were asked to compose aloud for one hour, producing as finished an essay as they could in that time. Interviews were conducted with the subjects immediately upon their completion of the task.

Results indicate that there are two possible definitions of audience awareness and that the validity of the literature's assumption depends on which definition one uses. If audience awareness is defined as a consciousness that one's writing *has* readers, that someone will read what one has written, then audience awareness is indeed characteristic of competent writing. If, however, audience awareness is defined, as it usually is, as conscious construction of audience characteristics and attitudes and conscious role-taking to discover audience reaction, then audience awareness is not necessary for competent writing. Writers in this study proved that it is perfectly possible to produce competent writing without taking the role of anyone other than one's self. Conscious audience awareness, in this second, narrower sense, is a function of the writer's task, and role-taking occurs only to the extent that readers' characteristics are specified in the task.

COMPOSING AS BECOMING: FROM PROCESS TO HOLOMOVEMENT

Order No. DA8503987

BOLOTTA, RENE LAWSON, PH.D. *The Ohio State University*, 1984. 186pp. Adviser: Professor Donald Bateman

Composing is not merely a process but an activity (Lev Vygotsky) of irreversible dissipative structures (Ilya Prigogine and Isabelle Stengers) which self organize, autopoientically, (Erich Jantsch) into nonlocal language planes (René Bolotta) in relatively autonomous subtotalities (David Bohm). The nonlocal planes, in which sequentiality is exchanged with simultaneity, engulf social interactions, i.e., outside conditions, in a far-from-equilibrium environment whereby the writer is what is written at the moment she is writing.

Writing, therefore, is not is; writing *becomes*. The activity of writing becomes the dialectical dialoguing of the writer's nonlocal language planes throughout the implicate order ground in the holomovement (David Bohm). The dialoguing occurs within and through the nonlocal language planes: the writer, the dynamics of the written, the irreversibility of the writing, and the dissipative structures forcing more outcomes. The dialoguing, then, is in the full depth of each moment, the simultaneity of each plane as the activity becomes whole.

The activity becomes whole through the intrapenetration of a micro-system of a nonlocal plane which interpenetrates a macro-system of nonlocal planes as both systems self-referentially organize, such that writing becomes a new whole.

REPRESENTATIONAL SEMANTICS

Order No. DA8511889

BROWN, BARRY E., PH.D. *The University of Rochester*, 1985. 239pp. Supervisor: Rolf Eberle

I present and defend an original semantic theory which assigns *representatives* to expressions, in addition to referents. The theory is nominalistic--i.e., it avoids reference to possible worlds and other abstract entities--and yet is strong enough, I claim, to serve as a theory of meaning. More precisely, it provides a means for interpreting, in a nominalistically acceptable manner, the non-extensional linguistic contexts in which the "meanings" of expressions are supposed to play a semantic role.

The intuitive ancestry of the theory can be traced back to an analysis of meaning first proposed by Nelson Goodman and later expanded by Rolf Eberle. I construct a precise formal semantics which embodies the basic ideas of these earlier proposals, and apply this theory to the interpretation of a language which contains one primitive non-extensional predicate--"about". In addition, I furnish a rigorous axiomatic treatment of this language, and demonstrate formally the soundness and completeness of this axiomatic theory relative to the semantics.

THE COGNITIVE PROCESSES OF COMPETENT THIRD GRADE WRITERS: A DESCRIPTIVE STUDY

Order No. DA8513892

DIAMOND, BARBARA JEAN, PH.D. *Michigan State University*, 1985. 238pp.

The purpose of this study was to describe and explain the task environmental influences of three competent third grade writers and to describe the underlying cognitive processes involved in their writing. Key elements of the task environment identified for examination were the students' socio-cultural background, the teachers instruction, the student's interactions, and their oral language use. The writing processes of the students were examined for descriptions of the planning, transcribing and revising processes.

This ethnographic study was conducted by the classroom teacher in her combination third/fourth grade classroom. While the teacher directed the study, observations were made by a research assistant, who was the investigator's teaching partner. The data consisted of field notes of writing instruction and student writing, student and parent interviews, student writing samples, and the teacher's journal. Two units of analysis, the group literacy episode and the individual literacy episode were structures in the observational data from which inductively reached categories were formed and charted. Within the individual literacy episodes writing behaviors of the students were analyzed by examining their "problem solving stops".

The major findings revealed that the following elements of the task environment influenced the writing process of the students: (1) the writing content of organization and structure that was emphasized by the teacher, and her de-emphasis on mechanics; (2) the formality of the group literacy episode; (3) the time restrictions imposed upon subjects and upon the school day; (4) the literate socio-cultural backgrounds of the target students; and (5) the nature of student's interactions with peers, which were both distracting and helpful.

The findings related to cognitive processes revealed that: (1) these competent students were able to balance the cognitive constraints so that they could effectively express the meaning desired; (2) they each planned for writing, but in different ways; (3) they revised during the process of writing, two primarily for orthographics, structure, and handwriting, and one for meaning and audience; and (4) they could readily express meaning because of the wide store of available knowledge.

WRITTEN DISCOURSE: A MODEL FOR PRAGMATIC ANALYSIS

Order No. DA8513748

GLAUNER, JEFFRY LANE, PH.D. *University of Kansas*, 1984. 428pp. Chairman: Stephen Goldman

Much attention has recently been focused upon the pragmatics of communication; but, while such research has produced comprehensive models for analysis of speech, analysis of writing deals mainly in syntactics with limited forays into semantics. This dissertation frees the analyst from such limits by accepting an analyzable social and situational context for written discourse.

With this acceptance, the way is clear for development of a model for comprehensive analysis of written discourse utilizing progress made by pragmatic analysts of spoken as well as written language. After a survey of related literature in Chapter I, Chapter II synthesizes such a model containing elements for examining universe (context, encoder, decoder, code, referent, and signal), field (medium, mode, and aim), text (cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality), and context (loyalty, ideology, rank, possession, and setting). Also, a component is developed which applies affective principles (efficiency and appropriateness) to the evaluation of pragmatic force (locution, illocution, and perlocution).

Chapters III-X apply the model to the written discourse of a "close community," defined as a group which is bound together as a society to the extent that they have developed characteristic patterns in their responses to environmental factors. An important feature in the analysis of context is the advantageous position of the author as a community member. But attention is given to ways a nonmember analyst can develop the capacity for precise analysis of close community context. An appendix provides contrastive examples through documents written by community members for nonmember decoders.

The model proves to be a satisfactory mechanism for pragmatic analysis of written discourse since it effectively displays many of the characteristics which make the writing of the close community a unique system.

THE ROLE OF AUDIENCE IN THE REVISION STRATEGIES OF BASIC WRITERS

Order No. DA8511967

HOAGLAND, NANCY LANE, ED.D. *Virginia Polytechnic Institute and State University*, 1984. 443pp. Co-Chairs: Darrel A. Clowes, Patricia P. Kelly

This study described the revision processes of four community college basic writing students when writing for four different audiences--the teacher, a counselor, a high school student, and a business audience--in a school setting. Each rhetorical situation provided an actual response from the audience for whom the writing was intended.

The drafts of writing were coded, using Faigley and Witte's (1981) taxonomy of surface and meaning changes. Students were interviewed about their writing, using the technique of the discourse-based interview (Odell & Goswami, 1981). Comments were classified as expressing concerns related to text, meaning, audience, or persona. Four panels of experts used the method of forced-choice ranking to select preferred drafts of the writing.

Among the findings were that students made more total revisions and a somewhat higher percentage of surface changes for the teacher as audience, and they expressed more concerns about the text for the teacher than for the other audiences. The four panels of experts all selected the revised drafts as the preferred drafts.

A synthesis of the four case studies suggests the tentative hypothesis that a basic writer's perception of the audience's mode of response will influence the student's concerns for revisions and the types of revisions made in writing.

The findings suggest that there are four modes of response a student expects from an audience. In Response Mode A, the student expects the audience to respond chiefly to the formal elements of the writing. In Response Mode B, the student expects the audience to respond mainly to the meaning of the writing. In Response Mode C, the student expects the audience to respond mainly to the personal appeals to the reader included in the writing. In Response Mode D, the student expects the audience to respond chiefly to the persona created by the writing.

ASSESSING THE POTENTIAL SYNTAX DEVELOPMENT OF THIRD AND FOURTH GRADE WRITERS

Order No. DA8513591

ISAACSON, STEPHEN L., PH.D. *Arizona State University*, 1985. 137pp. Adviser: Herb Prehm

Forty-five third and fourth grade students were tested on a sentence combining task to determine their potential syntax development in written expression when given varying levels of adult assistance. Fifteen Poor Writers were randomly selected from students enrolled in a learning disabilities resource program with low Written Language cluster scores on the Woodcock-Johnson Psycho-educational Battery. Thirty students who scored within the average range on the California Achievement Test and were not enrolled in remedial programs were randomly selected and assigned, half to an experimental group (Average Achievers) and half to a no-assistance control group. Students in the two assistance groups were presented ten relative clause problems under the following instructional conditions: independent attempt, instruction, fading of prompts, and transfer. Although the two assistance groups achieved significantly greater scores than the control, there were no significant differences between Poor Writers and Average Achievers on overall test performance or any part of the test. A post hoc analysis, however, revealed that Poor Writers differed from Average Achievers in the type of incorrect responses made. Average Achievers were more likely to write sentences that were syntactically correct but semantically unacceptable, while Poor Writers were more likely to misinterpret the task. Regression analyses of metalinguistic variables showed that accurate assessment of one's own performance and the ability to report necessary procedures were significantly related to performance, even beyond the contribution of age and achievement.

A STUDY OF HOLISTIC GRADING AND DESCRIPTIVE ANALYSIS AS MEASURES OF PUPIL PERFORMANCE ON THE NEW YORK STATE PRELIMINARY COMPETENCY TEST, 1982-1984 Order No. DA8517114

JACKSON, TRAVIS EDWARD, ED.D. *University of Massachusetts*, 1985. 106pp. Director: William Lauroesch

The educational goal of this investigation was to determine what to emphasize in construction to improve pupil performance in written composition, as measured by tests of competency in New York State.

Papers written by a sample (N = 50) of eighth grade pupils on two sections of the Preliminary New York State Competency Test (report and persuasive essay), which had been graded holistically, were subjected to descriptive analysis, using criteria and standards established by the National Assessment of Educational Progress study in writing. Additionally, papers were rated on appearance alone, and scores on standardized tests of achievement and aptitude were recorded for all of the pupils in the sample. The research undertook a series of correlational studies to determine the most promising variables for discerning useful distinctions between acceptable and unacceptable papers. Elements derived from the correlational studies formed the basis for comparison of top and bottom (N = 12 + 12) papers.

Findings revealed that good papers (i.e., those with the highest holistic scores) were discernibly different from poor papers (i.e., those with the lowest holistic scores) in their manifestation of syntactical and editorial skills. Cosmetic differences were minimal, and there was a consistently high correlation of holistic scores with performance on standardized tests of aptitude and achievement.

The major conclusion of the study was that while the holistic score is reasonably reliable for purposes of summative evaluation, it is descriptive analysis that informs and directs instruction in writing. The most pronounced insight from descriptive analysis was derived from the implication of only slight differences in the numbers of consolidated sentences (between good and poor papers) and significant differences in the number of marks of internal punctuation. The latter were construed as evidence of consciousness of internal relationships that are, in turn, the benchmarks of operational control.

AN OPERATOR-ARGUMENT GRAMMAR OF QUANTITY EXPRESSIONS Order No. DA8505504

KOSAKA, MICHIKO, PH.D. *New York University*, 1984. 257pp. Research Adviser: Naomi Sager

Within the language of quantitative description, exemplified by the use of quantity expressions in portions of the scientific literature, this thesis provides a grammatical analysis of quantity expressions and fits them into an overall grammatical analysis of English sentences. It provides a set of word classes, and the grammatical relations which relate these classes to each other and to the overall grammatical structures of English sentences.

The set of quantity expressions dealt with in this study includes numbers, numerical expressions, universal quantifiers, quantity adjectives, quantity verbs, comparatives, superlatives, and others.

This thesis contains and validates two major hypotheses with respect to the treatment of quantity expressions. One hypothesis is the existence of a subgrammar of quantity expressions. The second hypothesis deals with the possibility of the regularization of the surface grammar by positing implicit elements in the underlying representation.

The third major contribution of this study comes from a finding that in some cases the choice of analysis within the available alternatives could be identified with the occurrence of different classes of verbs operating on a particular class of quantity expressions.

ORIGINAL AND ADAPTED TEXT: CHARACTERISTICS, SIMILARITIES, AND DIFFERENCES Order No. DA8505235

MCCAIN, KARRI WILLIAMS, PH.D. *The University of Arizona*, 1984. 204pp. Director: Judy Nichols Mitchell

This study examines the characteristics of original and adapted story versions and compares these characteristics in order to identify similarities and differences between original and adapted story versions.

The two original stories selected for study were "Charles" by Shirley Jackson and "Hearts and Hands" by O. Henry. One published adaptation of each was also selected for analysis. These adaptations were found in high interest-low vocabulary materials intended for use with less able readers.

Four systems of text analysis were applied to the story versions in order to analyze both story structure and story content. Narrative analysis, adapted from Omanson's system, was used to analyze the structure of story events. Propositional analysis, adapted from the system described by Turner and Greene, was used to examine the detailed semantic content within the stories. Cohesion analysis, adapted from the ideas developed by Halliday and Hassan, was used to examine connections within the texts. Surface feature analysis was used to analyze text features occurring in the surface structures of the stories.

Data consisted of the results of the application of the text analysis systems to the four story versions. Specifically, data included numbers and types of content units, i.e. central, supportive, and distracting content units; numbers and types of propositions, i.e. predication, modification, and connection propositions; numbers and types of cohesive elements, i.e. reference ties, lexical cohesion, ellipsis, substitution, and conjunction; and numbers and types of surface features, i.e. words, sentences, main clauses, subordinate clauses, nouns, verbs, adjectives, and adverbs.

A STRANGER IN STRANGE LANDS: A COLLEGE STUDENT WRITING ACROSS THE CURRICULUM Order No. DA8515414

MCCARTHY, LUCILLE PARKINSON, PH.D. *University of Pennsylvania*, 1985. 352pp. Supervisor: Linda Brodkey

This study asks questions about the nature of writing processes in classrooms. More specifically, how do students go into a classroom setting and figure out what the writing requirements are in that discipline and for that teacher, and how do they go about producing it? As students go from one classroom to another, they are presented with new speech situations, and they must determine what constitutes appropriate ways of speaking and writing in each new territory. How do they learn the rules for successful written communication in a particular classroom, rules which include many conventions and presuppositions that are not explicitly articulated?

In order to answer these questions this study examines the writing experiences of three Loyola College students during their freshman, sophomore, and junior years. It focuses primarily on one of these students as he wrote in three consecutive semesters for Freshman Composition and his sophomore courses, Introduction to Poetry and Cell Biology. Follow-up data was collected during the fall of his junior year.

Three research methods were combined in order to get as full a picture as possible of this student writer's experiences in the various classroom contexts. These research methods are ethnographic observation and interviews, composing-aloud protocols, and text analysis.

Conclusions are drawn from the data about how this Loyola student figured out what constituted acceptable writing in each classroom and how he worked to produce it. Also presented are conclusions about what enhanced or denied his success in communicating competently in unfamiliar academic territories. Affecting his success were unarticulated social aspects of classroom contexts for writing as well as explicitly stated requirements and instructions.

Conclusions are also drawn from the data about how this student's writing experiences in the various contexts related to each other, particularly how Freshman Composition related to his sophomore academic writing experiences.

Implications from the data and conclusions are suggested (1) for students' writing development, (2) for the teaching of writing, and (3) for liberal arts education in general.

AN INVESTIGATION OF SOME PROPOSED UNIVERSALS OF SCRIPT BORROWING

Order No. DA8514080

McCarthy, Michael Francis, Ph.D. *State University of New York at Albany*, 1985. 217pp. Chairman: Gary H. Gossen

In this study, the history of the origins and development of writing systems is surveyed with the goal of determining the specific changes that occur when the writing system of one language is adapted to write another. Differences from the "received" views in the literature are explored as a frame of reference. Some proposed universals of script borrowing are investigated in depth, together with background structural and sociocultural factors thought to affect them. Several case studies which illustrate these matters are examined and various statistical computer procedures are applied to the data from these cases to determine whether or to what extent they support the proposed universals. These mathematical procedures are used to predict changes in borrowed scripts and are checked against the actual cases considered here. The results are significant and from these procedures a new universal is proposed.

DISCOURSE MODE, ENABLING METAPHORS, AND STYLES OF CLOSURE IN THE COMPOSING PROCESS: TWO CASE STUDIES BASED ON INTERRUPTION INTERVIEWS

Order No. DA8514981

Menasche, Lionel, Ph.D. *University of Pittsburgh*, 1984. 303pp.

The purpose of this descriptive study was to investigate the composing processes of proficient student writers by means of a novel research strategy--interruption interviews. The primary focuses were the effect of mode of discourse on composing processes and the manner in which writers represent assignments and composing to themselves.

A case study method was used with two writers. Each wrote two expressive and two explanatory papers. During the course of composing, the writers were interrupted at 5 to 20 minute intervals and questioned about their composing. Their responses were tape recorded and transcribed. In order to describe the process of production of each paper, all references to the composing process were extracted from the interviews and embodied in "process narratives," together with the researcher's comments on significant aspects of the composing. The salient features of the composing process of each paper were then isolated.

From a comparison of the composing processes of assignments in different modes of discourse, it was observed that major variations were not caused by the modes but by each writer's personal approach to prewriting, writing, revising, and editing, as delineated in individual composing profiles. The study also suggests that each writer has a personal set of "enabling metaphors" which stimulate and guide composing processes; that the writers manifest individual "styles of closure" when concluding papers; and that the interruption interview strategy has valuable potential in composing process research.

THE RHETORICAL DESIGN AND FUNCTION OF THE PROPOSAL

Order No. DA8502746

Moorhead, Alice Elizabeth, A.D. *The University of Michigan*, 1984. 318pp. Chairman: J. C. Mathes

Despite the proposal's significance in business and industry, little descriptive or theoretical study exists to establish models or generalizable principles for proposal practice. Available related literature is limited and the access to actual proposals is restricted. Proposals are privileged discourses, which is why few studies exist on their production and processing. Not many organizations are willing or able to risk exposing their proposals or proposal processes for proprietary reasons in the competitive market situation. My research concluded that guidelines were needed to introduce consideration of various communication factors into the production and processing of proposals; however, before such guidelines could be provided, a theoretical framework for proposal practice needed to be developed.

My modified case study of the proposal focused on my in-depth research with McNamee, Porter and Seeley (MPS), an Ann Arbor, Michigan, consulting engineering firm, concerning several proposals from start to finish. For practical purposes, I spent about a year doing field research at MPS. Using models of proposal practice synthesized from related research, I was able to analyze, in particular, the Grand Rapids, Michigan case proposal, grounded in process and situational contexts with the proposal as functional communication. My thesis is an analysis of the proposal and the proposal process with chapters: examining the proposal as a communication process; identifying relevant literature from rhetorical, technical, and organizational communications; synthesizing a conceptual framework from the situational perspective for the study of the proposal as a process; a description of a proposal process; and analyzing case study particulars with the framework and drawing implications for the production and processing of proposals for professionals.

A STUDY OF PREPOSITIONS IN WRITTEN LANGUAGE: GRADES 3-8

Order No. DA8517549

Nava, John Maurice, Ed.D. *University of Denver*, 1985. 116pp.

This study examines the following hypotheses: (1) that a significantly larger variety of prepositions will occur in the samples of written language from grade three through eight; (2) that a significantly larger variety of meanings for individual prepositions will occur from grades three through eight. Writing samples were collected from 439 students in grades three through eight. Samples were collected in a single school district with a predominantly White upper class population. All students used the same stimulus for writing, the word *Crash* as the first word of their sample. Samples were narrative in mode.

The following data were reported in the study: (1) ratio of prepositions to total words by grade level; (2) average sample length by grade level; (3) the number and percentage of students using each preposition by grade level;(4) the number of different prepositions used at each grade level; (5) the number and percentage of students using each meaning of each preposition by grade level; (6) the number of total meanings of prepositions used at each grade level.

Data were subjected to a chi-square analysis with the following results: (1) Hypothesis One was rejected in favor of the null hypothesis. The variety of prepositions used in seventh and eighth grades decreased rather than increased. The increased usage from grades three through six was not significant; nor was the decrease in seventh and eighth grade significant. (2) Hypothesis Two was also rejected since the number of meanings appearing in the samples decreased in grades seven and eight. The differences, however, in the variety of meanings used in grades three through eight were significant beyond the .01 level. The increased usage of meanings of individual prepositions from grades three through six was significant beyond the .01 level. The decreased variety of meanings used in grades seven and eight was significant beyond the .01 level. There was no significant difference in the range of meanings used in grades 3-4-7-8.

Conclusions indicate that the plateau observed here and elsewhere in the literature on written language needs further examination to determine how relationships are expressed during these years.

THE PRONOUN AND THE TOPIC OF DISCOURSE: A FUNCTIONAL PERSPECTIVE ON TEXT Order No. DA8500839

Ng, En Tzu Mary, Ph.D. *The University of Wisconsin - Madison*, 1984. 108pp. Supervisor: Nathan S. Blount

This thesis proposes to show through the presentation of 'logical proofs' that the formal, surface concatenation of pronouns in a discourse/text is patterned to reveal the underlying continuity in a particular semantic category--the topic of discourse. In so doing, a new approach for finding *the topic* in discourse/text is presented--specifically through the analysis of the *pattern of pronominalization* in discourse/text.

In the course of this thesis, we will show how a whole theory on discourse/text grammar must take into account both its formal and structural level of representation, as well as its functional and semantic level of representation. This is explicated in terms of its organizational structure--its structural relationships (cohesive and staging relationships) and its semantic content (the topic).

Then, through investigating the nature and the 'capabilities' of the pronoun, one of many phoric referential forms in discourse/text, it will be demonstrated that it is both a referential element that explicates the 'wholeness' in text organization as well as a language *form* that represents an underlying *functional and semantic* category--the topic.

Finally, through a look at the actual use of the pronoun in discourse/text, it will be argued that the surface concatenation of pronominals in a discourse/text is patterned to reveal the underlying continuity in its topic.

THE TAO OF WRITING Order No. DA8518391

Nickerson, Sheila, Ph.D. *Union for Experimenting Colleges/U. Without Walls and Union Grad. Sch.*, 1985. 61pp.

Creative Writing, like Tao, can be the "way with a heart." Viewed as a psychotechnology and not as a skill, writing can serve as a channel to self-transcendence. The process begins when the writer, in stillness, observes the physical world. As s/he connects with that world, the distractions of self and ego drop away. The writer becomes one with all-there-is, achieving what Maslow has termed a "peak-experience." The words used to capture that experience become the experience itself. The poem, therefore, is not *about* something but *is* the thing itself. Nothing stands between the reader and the experience. If there is to be a poem, primary creativeness (or raw writing) must precede secondary creativeness (or revision). If primary creativeness is to be nurtured, writing must be seen as *process* rather than *product*. Writing, as process, is a journey of self-discovery. The products that result are markers on that journey. As such, writing products are the threshold of literature, the starting place. To get going on that journey, one can gain confidence in writing through a series of exercises based on free association and triggering techniques. These techniques break down barriers between spoken and written expression. Through writing one discovers himself or herself and what the personal journey is. The writer-teacher can accompany students along the way, lending encouragement, but the journey must be alone. It is a journey that begins in silence and, finally, ends in silence--at the point where words have led to inner knowing and recognition of the true self.

THE EFFECTS OF LISTENING AND WRITING SKILLS TRAINING ON WRITING PERFORMANCES OF BUSINESS COMMUNICATIONS STUDENTS Order No. DA8511760

Norwood, Frances Waguespack, Ph.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1984. 195pp. Director: Peter A. Soderbergh

The purpose of this study is to design, implement, and evaluate the listening and writing effects of training modules on the learning of grammar skills by higher education business communications students.

The specific curriculum focus of this study is business communications in higher education. The literature reflects the need for effective listening in both classroom and business settings. In addition strong support for teaching writing can be found in the literature. Also, the literature reveals a moderate to strong relationship existing between listening skills and writing skills.

However, the literature reflects little concern with the methods needed to develop these skills with business communications students in higher education. This study investigates a way to teach business communications students these skills and assesses the impact of various instructional plans on the acquisition of grammar skills.

The participants in the study were business communications students at Louisiana State University in Baton Rouge during the fall semester of the 1981-82 academic year.

The study analyzed the effects of an experimental group receiving a treatment in listening, in writing, and the combination of listening and writing, and a control group receiving a standard instructional treatment. All students in this study received the pretest and the posttest.

An analysis of covariance was used to test four research hypotheses. Three of the four hypotheses were confirmed by the analysis, and the results of the analysis of covariance show minor differences between the listening treatment and the standard instructional activity.

Additional analysis was done because of concern for pretesting ceiling effects. The results of this analysis were comparable to the original analysis.

The study indicates that teaching business communications students writing and the combination of listening and writing will improve their scores on the *Grammar Survey*.

A STUDY OF THE PARAGRAPH IN ACADEMIC WRITING Order No. DA8513768

Popken, Randall Lee, Ph.D. *University of Kansas*, 1984. 370pp.

The systematic study of academic writing, as proposed by Mina Shaughnessy, assumes that writing differs in its formal features from one written speech community to another. Thus, academic writing may be different from "business writing" or "journalistic writing" in a number of formal ways. Further, within the monolithic "academic writing" there also may be variations from one academic area to another--in other words, there may be features conventional to writers in particular areas. This study examines paragraph conventions for a written context of situation called the "academic research essay."

The study focuses on six formal paragraph features: archetypal structures, scripts, length, topic sentences, the *given/new* structure, and blocs. In addition to examining ways that these features may vary from one academic area to another, the study also looks at how they vary within research essays--between different "local textual performative" sections. The academic corpus for the study includes 1477 paragraphs (35 essays) taken from 13 major journals in biochemistry, civil engineering, history, literature, physics, psychology, and sociology.

Following two preliminary chapters, chapter three involves three structural issues. First, it examines the extent of archetypal and non-archetypal paragraph use. Second, it examines script types; while some scripts are clearly more prominent among writers in certain areas, even more interesting are trends in the relationship of script to local textual performatives. Finally, the chapter concludes with a discussion of paragraph length conventions and their relationship to paragraph form.

Chapter four centers on the topic sentence, specifically on issues outlined by Richard Braddock and on an issue called "topic sentence coherence type." There were some notable differences in these forms both among academic areas and among local textual performative sections within the essays.

Chapter five deals with paragraph structures beyond the single paragraph: The *given/new* structure and the paragraph bloc are both abundant in the corpus. Certain features of blocs are preferred by writers in some of the areas, and certain bloc features are related to local textual performatives. It is posited that the nature of the text that customarily accompanies these performatives has much to do with bloc use and form.

Chapter six concludes the study with a theory of paragraph conventions in four academic divisions, and it also offers pedagogical applications of the findings of the study.

THE BEGINNING WRITER: PERCEPTIONS, PROCESSES, AND PRODUCTIONS

ROBERTSON, ISOBEL RODGER, ED.D. *University of Toronto (Canada)*, 1984. Chairperson: T. Greenfield

The study sought to develop a frame of reference for examining first grade written language development and to generate research hypotheses regarding its nature and the influences which shape it. The study focused upon three main aspects of written language: the perceptions young children bring to the writing task, the processes they employ while writing, and the productions through which they create and reveal their knowledge of written language.

The investigation, carried out in one first grade classroom, gathered data through the qualitative research methodologies of participant observation and case study. Data collection and data analysis took place concurrently as the study progressed through five successive stages: Entry to the Field, Initial Pupil Interview, Sustained Classroom Observation, Final Pupil Interview, and Case Studies. At the end of each stage a comprehensive research report was prepared. These reports then became the basis for the writing of the final report of the study.

The findings of the study include warranted hypotheses concerning the context of the study and the perceptions, processes and productions of the 27 beginning writers. Based upon these findings, it is concluded that written language development appears to be a part of an ongoing generalized language process which also includes listening, speaking, reading, and non-verbal communication. The milieu within which this language learning takes place is the principal determinant of what is learned as children seek for meaning, interact with their environment and assimilate knowledge about what language is, what language does, and how language works. Preschool experiences directly influence language learning at the first grade level. Classroom practices which are consonant with the child's natural learning process best facilitate first grade language learning.

RHETORICAL MATURITY AND PERRY'S MODEL OF INTELLECTUAL DEVELOPMENT: COMPETENCE, CONTEXT, AND COGNITIVE COMPLEXITY IN COLLEGE STUDENT WRITING

Order No. DA8508534

SHAPIRO, NANCY SHERMAN, PH.D. *University of Maryland*, 1984. 241pp. Director: Joseph L. McCaleb

The purpose of this study was to investigate the relationship between intellectual maturity of college students as defined on William Perry's Scheme of Intellectual Development, and students' rhetorical maturity as evaluated by two measures: the Diederich Scale, a measure of writing competence; and the Levels of Context Scale, a measure of audience awareness created for this study.

Seventy student essays drawn from the data bank at the Center for Applications of Developmental Instruction were assigned three independent evaluations: a Perry evaluation, a Diederich evaluation, and a context evaluation. After establishing the reliability of the ratings, the data was analyzed using a one-way ANOVA, and follow-up Sheffé and trend analysis.

The major research hypotheses stated that student essays at higher positions on Perry's Model (Positions 4 and 5) would have higher scores on both the Diederich Scale and the Context Scale than essays rated at lower positions (Positions 2 and 3). A follow-up analysis was performed across all four groups.

The findings indicated significant difference ($p < .001$) between high and low Perry positions on both the Diederich and the Context measures. No significant difference appeared between Positions 2 and 3 or 4 and 5 according to the Sheffé procedure. The trend analysis, however, indicated a strong linear trend ($p < .001$) for the Diederich variable. The trend analysis for the context variable had both linear and quadratic functions operating in the system. The Pearson correlation indicated a significantly stronger correlation between Context and Diederich General Merit subscore than between Context and Diederich Mechanics subscore.

Suggestions for further research include (1) comparing the abilities of students at different levels of cognitive development to write for multiple audiences; (2) using interview techniques to investigate the assumptions made by students at different levels of cognitive development about their readers; (3) refining the context measure into a more valid measure of audience awareness.

A STUDY OF THE CONCURRENT VALIDITY OF THE WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY, WRITTEN LANGUAGE ACHIEVEMENT CLUSTER

Order No. DA8513068

STAGGS, RICHARD WALTER, ED.D. *University of Denver*, 1985. 122pp.

The purpose of this study was to determine the relationships among certain widely used tests of written language. These tests were used to compare the responses of learning disabled (LD) and non-learning disabled (N-LD) children. Specifically, the study examined the concurrent validity of the Written Language Achievement cluster of the Woodcock-Johnson Psycho-Educational Battery (WJ-WLA) with a sample of learning disabled and non-learning disabled, elementary level children using the Picture Story Language Test (PSLT), Syntax Quotient and the Test of Written Language (TOWL), Written Language Quotient as the criterion measures.

The subjects for this study were 40 randomly selected learning disabled and 40 randomly selected non-leaning disabled children in grades three, four, and five in a suburban school district near Denver, Colorado. The children in the study attended six elementary schools. The selected LD children had a stanine score of four or less on the SRA Achievement Series test in total language and were operationally considered to have a language deficit. The N-LD children in the study had a stanine of six or above on the same district administered test and were operationally considered to be without a language deficit. The PSLT and the TOWL were group administered in two testing sessions to both the LD and N-LD children in each school by endorsed educators. The group administration of the PSLT and the TOWL were counterbalanced to minimize the effect of test order. Each child was individually tested by the same educators on the WJ-WLA.

The conclusions reached were: (1) The WJ-WLA significantly correlated with the TOWL-WLQ for both the LD and N-LD samples. Though the PSLT-SQ had no significant correlations with either the WJ-WLA or the TOWL-WLQ, it was concluded that enough evidence was found to support the concurrent validity of the WJ-WLA with both LD and N-LD elementary level children. (2) The study results confirmed that the WJ-WLA, PSLT-SQ, and TOWL-WLQ can discriminate between elementary level children who are LD low achievers in language and N-LD children who are above average in language achievement. (3) Though the PSLT-SQ did not correlate significantly with the other two tests, it did discriminate between the LD and N-LD children. If the PSLT is a valid test of written language it measures variances which are different from those measured by the WJ-WLA and the TOWL-WLQ.

A PHENOMENOLOGICAL PRE-STRUCTURE IN INTERPRETING ARISTOTLE'S *RHETORIC*

Order No. DA8508974

SUTTON, JANE SUSAN, PH.D. *University of Colorado at Boulder*, 1984. 220pp. Director: Thomas S. Frentz

One of the least studied of Aristotle's treatises is his *Rhetoric*. The most interesting reason, theoretically, is that the *Rhetoric* has been interpreted as internally inconsistent in the basic issues: the role of the three proofs with which "to discover the available means of persuasion." In addition to noting these inconsistencies, commentators have interpreted their meaning for rhetoric. *Logos* (reason) is given primacy, while *ethos* (character) and *pathos* (emotion) are relegated to secondary status. Assigning primary and secondary status to the persuasives was a significant injunction: it dialectically split the art. This injunction has produced fragmentation as to what is elemental to rhetoric. Dividing rhetoric into parts of persuasion has depleted it of its status as an art concerned with moral action in political life. A re-understanding of the meaning of the proofs is needed.

This task necessitates re-examining *Rhetoric*. However, between us and *Rhetoric* stand many texts about this text. With the phenomenological method, these readings can be backtracked to question the significance scholars have attributed to the inconsistent relationship among the proofs. Current attitudes validate a fragmented understanding because the practice of rhetoric produces this fragmented "fact." Chapter III explores the form and content of the *Rhetoric* to determine whether the seeds of a fragmented theory are embedded there. Here the concentration is on two recent accounts of the *Rhetoric*: Paul Ricoeur argues that there is a disunity existing among the proofs, and William Grimaldi maintains the opposite.

The combined interpretative power of each reading creates an unresolved tension about whether Sophistic rhetoric is to be taken seriously in understanding *Rhetoric*. A richer interpretation must recognize that the Aristotelian adaptation of Sophistic persuasion influenced how Aristotle regulated the proofs.

After formulating basic features of Sophistic rhetoric, Chapter V sketches a reinterpretation of the proofs by tracing changes from Sophistic to Aristotelian rhetoric.

With the contextual-Sophistic prestructure established, Chapter VI speculated on the meaning and role of the proofs by reinterpreting a section of the *Rhetoric*. Finally, conclusions and implications are offered for studies of rhetoric in Chapter VII.

A STUDY OF THE IMPACT OF FIELD OF STUDY AND OTHER SELECTED VARIABLES ON BUSINESS MAJORS' PERFORMANCE ON THE MISSOURI COLLEGE ENGLISH TEST

Order No. DA8515306

WASSON, LYNN TAYLOR, ED.D. *Oklahoma State University*, 1984. 130pp. Adviser: Rick Aukerman

Scope of Study. The purpose of this study was to determine if there were differences in the written communication abilities of students when the factors of major business communication instruction, grade point average, and employment status were considered. The Missouri College English Test and an accompanying questionnaire were used to collect information from students in Louisiana, Arkansas, and Texas business schools with American Assemblies Collegiate Schools of Business accreditation. Classes typically taught at the senior level were randomly selected by participating Deans for test administration. Test results were analyzed using a Statistical Analysis System (SAS) Analysis of Variance (ANOVA).

Findings and Conclusions. Differences in basic written communication skills were detected when scores of all major areas were compared. However, when the comparison was made between Information Processing and non-Information majors, no differences were detected. Differences in basic written communication skills were detected when scores of all GPA groups were compared. When students were divided into two GPA groups--"high" and "low" seniors--no differences were detected among the major areas. Differences were detected between students with business communication instruction and students without such instruction. When each major area was examined separately, differences were detected in scores of Information Processing majors. When GPA and business communication instruction factors were combined, differences were detected among majors in the group comprised of "high" seniors without business communication instruction. Differences were detected among majors who were employed full time or who were unemployed but not among majors who were employed part time. No differences were detected when GPA and employment status factors were detected.

Conclusions. (1) Major area of study does have an impact on students' basic written communication skills under some conditions, but does not have an impact on those skills under other conditions. (2) GPA grouping does have an impact on students' basic written communication skills. (3) Business communication instruction does not have a positive impact on students' basic written communication skills.

PREWRITING BEHAVIORS OF FIELD DEPENDENT AND FIELD INDEPENDENT REMEDIAL WRITERS IN A COLLEGE WRITING CENTER Order No. DA8510471

WILSON, BARBARA HURD, ED.D. *University of Maryland*, 1984. 111pp. Director: John C. Carr

The purpose of this study was to determine if differences exist between field dependent and field independent remedial writers' prewriting behaviors in a college writing center. Four questions guided the research: (1) Is there a difference in the kind of prewriting activity, structured or unstructured, that field dependent and field independent remedial writers choose to use in a writing task? (2) Is there a difference in the kind of prewriting activity, structured or unstructured, that field dependent and field independent remedial writers say they prefer? (3) Is there a relationship between the amount of time remedial writers take to formulate the centering idea for the discourse and their scores on the *Group Embedded Figures Test*? (4) Is there a relationship between remedial writers' ratios of numbers of words written before the centering idea was formulated to total number of words written and their scores on the *Group Embedded Figures Test*?

One hundred thirty-nine remedial writing students participated in the study. The researcher examined the subjects' folders to determine the prewriting activity, structured or unstructured, that had been used in each of three writing tasks and the ratio of words written before a centering idea was developed to total number of words written. Trained tutors unobtrusively observed their students' papers to record when students circled a centering idea, and students indicated on a questionnaire which prewriting activity, structured or unstructured, they preferred to use. Scores on the *Group Embedded Figures Test* determined field dependence-independence. The data were analyzed using the chi square test of independence, two way analysis of variance, stepwise multiple regression, and analysis of covariance.

No significant differences between field dependent and field independent remedial writers were found.

It was recommended that researchers investigate the interaction between other specific prewriting behaviors and field dependence and between prewriting behaviors and other learning styles. It was also recommended that ethnographic methods such as protocol analysis be used to explore the processes underlying prewriting behaviors.

THE NOMINAL STYLE: WHY WRITERS USE IT, WHY THEY SHOULD REVISE IT, AND HOW WE CAN TEACH THEM TO DO SO Order No. DA8508003

YERKES, BARBARA HOGAN, PH.D. *The University of Iowa*, 1984. 275pp. Supervisor: William Kupersmith

This thesis presents a common-sense reading of the nominal style, addressed primarily to teachers of writing and to adult writers in the academic disciplines. It argues that the nominal style is the normal and natural form in which writers will write when they attempt to express abstract thought for a referential purpose and that the style reflects the conditions of thought which precede expression. It argues as well that teachers should instruct writers not so much to avoid the habits of the nominal style as to recognize how that style encodes meaning and how it can be revised in later stages of composition. The second chapter offers as an alternative not merely a "verbal" style but an articulated style, one which uses syntactic relationships between clauses and freely modifying phrases to create cohesion within sentences and which uses analogous devices to create conjunctive and lexical cohesion within texts. The articulated style uses these structural relationships to create implicit meaning and uses these implicit meanings both to reinforce and to augment the explicit meaning of terms. Finally, the thesis describes a workshop in revision addressed to writers of academic prose. The workshop teaches a cumulative method for revising from the inflexible nominal style to an articulated style, beginning within the clause and working outward to the larger text, with each of the four workshop sessions representing a stage in the method of revision. Using this method, writers create transitive structures within clauses, clausal and phrasal nonrestrictive modifiers within sentences, coordination and balance at all levels of structure, and devices which create lexical coherence and discursive conjunction between sentences of a passage.

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